

# CURRENT ISSUES IN PHYSICAL EDUCATION

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Physical education, like all content areas, is a dynamic, yet changing field. It is no longer a separate and discrete subject area but, rather, one that is integrated with other curricular areas and recognized as an integral part of the entire school curriculum. The content and importance of physical education has evolved through research, national initiatives, the creation of standards, improved resources and new technology. Many critical issues also have become important in the development of quality physical education programs. This chapter reviews some of these issues. Physical educators and others involved in the development of curriculum and programs need to consider how the topics discussed in this chapter might shape and affect decisions at the local level.■

### Including Students With Special Needs

All students can learn and achieve in all disciplines. In physical education, however, adaptations will need to be addressed on a case-by-case basis so that each child will be able to participate successfully. The Council on Physical Education for Children (COPEC) and the Adapted Physical Activity Council (APAC) state that “all adapted physical education is simply good physical education.” (NASPE, 1995)

In 1990, the Education for all Handicapped Children Act (EHA), was reauthorized as Part B of PL 101-476, the Individuals with Disabilities Education Act (IDEA). Two important aspects of this legislation are the provision of a free and appropriate education, including physical education, for all children with disabilities 3 through 21 years of age, and the concept of “least restrictive environment”.

*To the maximum extent appropriate, children with disabilities, including children in public and private institutions or other care facilities, are educated with children without disabilities, and that special classes, separate schooling, or other removal of children with disabilities from regular educational environments occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved.*

– 20 U.S.C. 1412 (5)(B)

The National Association for Sport and Physical Education (NASPE) and the American Association for Active Lifestyles and Fitness have written a position statement on inclusion in physical education. It is the position of these groups that, to be in full compliance with the law, all students should participate in regular physi-

cal education. Many students with disabilities have unique learning and motor needs. Modifications may be necessary. Most of these modifications can be provided by the physical educator within a typical physical education class. The emphasis needs to be placed on what is developmentally appropriate for the student. The choice of equipment, or teaching or learning style, often can accommodate individual differences. It might mean giving visual versus verbal cues; adjusting speed; permitting additional trials; modifying equipment sizes, heights and types; or adjusting boundaries and distances to allow all students, disabled or not, to participate in physical activities which are developmentally appropriate. Consideration also should be given, depending on the disability, to whether a paraprofessional might be of assistance.

The most important mechanism in place to assist physical educators in modifying teaching methods, equipment and/or the curriculum is the student's Individual Education Plan (IEP). This is required by law for all students who have a disability. Physical educators should be involved in the process, along with other teachers, parents, administrators and specialists. Those involved have an opportunity to collaboratively discuss and determine the individual needs of the child and how these needs can best be met. An IEP establishes annual goals, short-term objectives and program modifications necessary to meet the goals. Due to scheduling conflicts, the physical educator is not always able to attend. When this is the case, the physical education instructor needs to discuss issues with the classroom teacher or other attending staff member. Any input that can be of assistance at the meeting should be put in writing. Recommendations for the physical educator on the needs of the individual student and the modifications needed should be communicated in writing.

Different needs will require different considerations and modifications, e.g., a child with attention deficit hyperactivity disorder (ADHD) might have problems focusing on a single task in a gym with many different stimuli. If the assistance of a paraprofessional is given in other areas in physical education, the benefit of such assistance should be considered. The disabled student also might require specific physical therapy, but this should not negate the opportunity for involvement in regular physical education classes.

Supportive measures should be provided to ensure successful inclusion experiences. Teacher preparation and professional development programs need to address the implications of inclusion and provide teachers with strategies. Physical educators are not always prepared to deal with the variety and number of students with special needs. Teachers need to be prepared, so that these students can meet the goals of the physical education class and the goals of the IEP. Physical educators

need not work by themselves, but should collaborate with other colleagues and work with parents and paraprofessionals to develop plans for a child's motor development. To teach different units in the same class, teachers will need support from colleagues, paraprofessionals, parents and peers as collaborative helpers or tutors. Careful scheduling and smaller class sizes can help to make inclusion work. Special resources, materials and equipment also may be necessary.

Adapted physical education is another consideration, although *adapted* is a term that needs to be defined. Adapted physical education programs for students with disabilities are common, yet the inclusion of students with disabilities in regular physical education classes is rapidly becoming a reality (Block and Krebs, 1992). Just like other pullout programs that have been used as means to educate children with special needs, the role of adapted physical education has changed.

*Adapted physical education must no longer be viewed as a place (regular versus adapted physical education), but rather as a service that allows individuals with disabilities to be fully integrated with nondisabled peers while accommodating special needs through consultation visits, team teaching, peer tutoring and specially trained paraprofessionals.*

(Sherrill and DePauw, 1996)

Depending on the number of students and their needs, some school districts will employ an adapted physical education specialist to organize and implement the following services:

- assessment of individuals with special needs;
- development of individual plans;
- prescription/placement;
- teaching/consulting (individually and collaboratively with other members of the physical education staff);
- evaluation of service delivery;
- coordination of resources; and
- advocacy for children's rights and needs.

In the spring of 1991, the National Consortium for Physical Education and Recreation for Individuals with Disabilities (NCPERID), in conjunction with the National Association of State Directors of Special Education (NASDSE) and Special Olympics International, met to make recommendations on the need for adapted physical education and to determine who is qualified to provide physical education services to students with disabilities. A project then was developed and funded to create national standards for adapted physical education. These standards are now being used to develop a national certification examination for teachers of adapted

physical education. The *Adapted Physical Education National Standards* (NCPERID, 1995) is an excellent resource for any professional working with children with disabilities.

The issue of inclusion is dealt with specifically in Connecticut's physical education content standards. Standard 5 states, "Students will demonstrate an understanding of and respect for differences among people in physical activity settings." All children will benefit from the inclusive setting. The disabled child is given opportunities for affective development that are necessary for self-worth and socialization. Some children who cannot feel success in other content areas can achieve in physical education. Students can become peer helpers and teachers, assisting with disabled students without compromising their own physical education instruction. All students are given opportunities to develop understanding and tolerance of each other, qualities that are applicable outside the school and into adulthood. ■

## Title IX Implications

Title IX was enacted in 1972 and prohibits sex discrimination in education programs and activities receiving federal funds. This has implications for physical education. The changes necessitated by Title IX have affected philosophical beliefs and attitudes. In many cases programs, policies and day-to-day practices have had to be changed. For many, these changes took time. Now, some 25 years later, there are still questions about the effects of these changes. Who in Connecticut can deny what increased opportunities for skill development and funding have meant for women in basketball? Others will argue that high-level skills cannot be mastered because the quality of play is not reached when classes are co-educational and females do not participate at the same level they might in a homogeneous setting. The excuses for not complying remain.

- "We don't like it and never did."
- "We tried it and it didn't work."
- "That's not what the people who wrote it meant."
- "None of the schools around us do it."
- "Nobody will get in trouble anyway so it doesn't matter."
- "It won't work with this age, activity, class size, ability level, teaching staff, facility, community and so on." (Lerner, 1994)

These excuses offer evidence of the denial being used as a deliberate technique to avoid compliance with the law. Until one addresses the issue of high standards for all

students these inequities are likely to remain.

In what ways does Title IX affect physical education?

### THE BASIC PRINCIPLES OF TITLE IX IN PLAIN LANGUAGE

1. Physical education classes may not be conducted separately, nor participation required or refused, on the basis of sex.
2. Students may be grouped by ability, as assessed by objective standards, within classes or activities. Such grouping may result in groups composed of one or predominantly one sex.
3. Students may be separated by sex within classes for participation in wrestling, boxing, rugby, ice hockey, football and other sports in which the major activity involves bodily contact. Baseball and softball are not considered contact sports and are not included in the definition....
4. When a single standard for skill measurement is used, and this results in an adverse impact on one sex, different standards, without gender bias, must be used. For example, dividing a 10<sup>th</sup> grade class for a track and field unit by having students successfully broad-jump two meters, might result in boys (or even taller students) surpassing the requirements, while many girls might not. Challenging students to jump a percentage of their own height might be more equitable. Following instruction and practice, measured improvement might also be an objective criterion.

From Lerner, Phyllis. "Co-Instructional Physical Education: Honest Observations About the State of Our States." *NCSEE News*, April 1994: 5-12. Reprinted with permission.

These are issues not only of sex equity, but also of good practices, teaching to diverse populations and meeting the developmentally appropriate needs of individuals. It is simply a matter of all students being given the same opportunities. Schools need to look at what is behind the negative energy directed at Title IX. Dealing with issues such as class size, scheduling and staffing often will resolve the difficulties that some teachers experience

in working with coed classes:

Adopting and implementing nonbiased teaching strategies, enhancing curriculum, and solving problems with affirming actions ensures the ongoing pursuit of equity and excellence. Some educators even credit Title IX with being the motivation that encouraged them to teach students rather than sports. (Lerner, 1994)

Gender equity is also an issue in athletics. There are specific regulations and guidelines covering equity in offerings and opportunities in both intramural and interscholastic sports. The increase in participation has been very evident since the implementation of Title IX. Inequities remain, however, in areas such as facilities, equipment, game and practice schedules, travel and coaching.

Title IX affects more than just course offerings. Educators in all disciplines need to address the gender bias that underlies much of what is said and done. Teachers need to become conscious of the many stereotypical inequities that occur. Educators can ensure that interaction is free of gender bias by:

- distributing leadership and demonstrator roles among all students;
- assigning nonstereotypical responsibilities to both genders;
- being consistent in handling behavior problems for both females and males and not using gender-based assumptions as punishment, e.g., labeling a boy "sissy" or a girl "tomboy";
- using nonsexist language, "girls' push-ups and boys' push-ups";
- avoiding the use of gender as the sole criterion for grouping; and
- keeping tone and inflection of language in all communications consistent, i.e., not speaking in a demanding fashion to males and quietly to females.

From American Alliance for Health, Physical Education, Recreation and Dance. *Gender Equity Through Physical Education and Sport*. Reston, VA, 1995. Reprinted with permission from AAHPERD.

Many gender stereotypes have their roots in the area of physical activity. Misconceptions and myths about participation and performance have led to discrimination in athletics and sports. Gender stereotypes are reinforced by the subtle, yet powerful messages which teachers convey to students. Identifying certain activities as being gender specific limit participation for

both boys and girls. Dance participation and inclusion in the curriculum has suffered in some cases because of its association with feminine qualities. As teachers begin to monitor their own biases, messages of exclusion and rejection may be eliminated.

Often slurs and homophobic barbs are heard in locker rooms and in physical education classes. Connecticut physical education teachers must be aware that Connecticut State Statute (CGS) Section 10-15 provides that "... each such child shall have, and shall be so advised by the appropriate school authorities, an equal opportunity to participate in the activities, programs and courses of study offered in such public schools... without discrimination on account of race, color, sex, religion, national origin or sexual orientation..." Additionally, CGS Section 10-145d-400a of the Code of Professional Responsibility for Teachers and Administrators states, "The professional teacher, in full recognition of his or her obligation to the student shall... Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion or sexual orientation..." By challenging misconceptions, questioning stereotypes and addressing our prejudices, we can begin to create inclusive, affirming climates for all students and staff members.

The law requires that students, parents and employees be made aware of the name, office address and telephone number of a school district's Title IX coordinator. Title IX requires that every school district designate one employee who will investigate Title IX complaints and coordinate compliance efforts. These efforts should include educating students and staff members as to one's rights under Title IX and how to file a complaint.

Both males and females suffer from the inequities brought about by gender bias. Title IX was enacted to benefit everyone. It is about dispelling the myths and changing the stereotypes so teachers can help to promote a more equitable learning environment for all students. ■

## Legal Liability

Teachers of physical education, perhaps more than their colleagues in any other area of education, are exposed to the possibility of physical injury to students and subsequent litigation. At times these injuries are caused by negligent acts on the part of the physical educator. The physical educator often is accused of either doing or not doing something that a prudent person would or would not have done in like circumstances. It is generally recognized that professionals are held accountable for the quality of their services.

Negligence is an unintentional tort or civil wrong involving an injury that is the result of another person's conduct. Negligence is conduct which falls below standards established for the protection of others against un-

reasonable harm or risk of injury. However, not all risks can be eliminated. The physical educator should carefully examine all elements of the program and take steps to either remove or, at minimum, control the identifiable risks.

The courts generally recognize that schools or their agents (teachers) can be held liable for injuries received during the course of regular school activities which result from failure to provide proper supervision; failure to instruct; failure to provide a safe environment; and failure to warn participants of known dangers or hazards or to remove the known dangers, wherever possible. These areas are referred to as duties.

The duty to *supervise* is, perhaps, the most important aspect of liability. The issue of supervision is the most common causal factor found in litigation for injuries sustained during a physical activity. The duty to supervise is based on the relationship between the teacher, the student and the activity. The younger the age of the student, the higher the standard of care needed. Where the potential for harm is increased in some activities, the degree of supervision also must increase.

Physical educators should not leave a class or the general area to which they have been assigned to supervise students. Moreover, physical educators should be attentive during class or when supervising an area. In supervision, the law requires personnel to be able to recognize foreseeable risks which are inherent in the activities, and then take appropriate measures to prevent injuries. The courts have been very critical of teachers who permit dangerous or inappropriate activities to take place "right under their noses."

The duty to *properly conduct activities* is multidimensional in approach. Teachers are expected to select or allow activities which are reasonable for the ability levels of the students involved (developmentally appropriate); plan adequate instruction that is sequenced and carried out; properly warn participants of dangers; teach and strictly enforce proper safety rules and regulations; and follow the prescribed, approved curriculum without deviation.

The courts generally recognize that no activity is inherently unsafe in and of itself and that the conduct of a particular activity is where the danger lies. Manifest in the proper conduct of an activity is the teacher's knowledge of both the participant engaged in the activity and of the activity itself. Distinguishing attributes of the participant include:

- age, maturity and size;
- experience with the activity; and
- physical and emotional status.

A competent physical educator is one who selects and organizes activities that are developmentally appropriate and in accord with these attributes.

Additional concerns should be noted when a physical educator is responsible for supervision and/or instruction in aquatics. The American Red Cross has recommendations addressing these concerns and are looked to as an invaluable resource. These recommendations can be found in Appendix F.

Physical educators are expected to demonstrate a *standard of care* commensurate with each activity being taught. The most important aspect of *care* is in the area of foreseeability, which is a common thread that runs through all aspects of supervision, instruction and the safe use of equipment and facilities. Risk management is a strategy for reducing the potential legal claims against programs, employees and administrators. Physical educators asked to foresee these potential risks by identifying, evaluating and developing techniques to manage them.■

## Advocating For Physical Education

Physical educators should reflect and support the discipline they represent. Teachers need to be knowledgeable about the most recent research and up-to-date information so they can respond to questions and speak affirmatively about the purpose and benefits of physical education. Physical education is a content area in the schools which often must defend itself against pressure that comes from other disciplines for expanded time. Teachers should be aware of documents such as *Physical Activity and Health: A Report of the Surgeon General* (1996), and *Healthy People 2010: Understanding and Improving Health* (2000).

When working to develop quality physical education programs at the local level, instructors need to be able to speak about *Moving Into the Future: National Standards for Physical Education*, developed in 1995 by the National Association for Sport and Physical Education, as well as the content and performance standards put forth in this *Guide to K-12 Program Development in Physical Education* (see Appendix J for complete references).

Another valuable resource is the Centers for Disease Control and Prevention's (CDC) "School Health Policies and Programs Study" (SHPPS), which includes a section on physical education. A summary, published in the October 1995 issue of the *Journal of School Health*, presents information on the current status of physical education at the state, district, school and classroom levels, nationwide. It includes data on requirements, written curriculums, types of activities, time, who is responsible for delivering physical education in schools, certification, professional development and administration. In addition, it covers collaboration with other components of comprehensive health and the relationship between state and district policies and school programs and services. This information can help individuals at the local

level who are trying to maintain and enhance a district's program. The CDC, in 1997, developed *Guidelines for School and Community Health Programs to Promote Physical Activity Among Youth* (see Appendix J for complete references).

Physical educators should use the support of parents and other community members who recognize the benefits of physical activity. Who in the community might advocate for physical education? Physicians are excellent resources. The Connecticut Pediatric Physician Association has, along with the Connecticut Association for Health, Physical Education, Recreation and Dance (CAHPERD), written a position statement on youth and physical activity. Parents and community members who are physically active know the need for developing good habits. Many are involved with park and recreation organizations, often as participants. They are out jogging and riding bikes. They are at the local gyms and fitness clubs. Since a goal of physical education is to make decisions to maintain a healthy lifestyle during adulthood, it would be wise to link adults with physical education programs by involving parents and providing them with opportunities to understand the importance of this discipline.

Physical education today does not look like the "gym classes" that many parents remember, where fitness meant doing calisthenics and the teacher "rolled out the ball". Many schools offer fitness nights to get families active and recognize how everyone can and should be involved. Physical education teachers can assign homework that involves parents, submit articles to the school newsletter to inform people about physical education classes and utilize other forms of media to help spread the message.

"We need to get the message out loud and clear that quality physical education is a necessity, not a luxury, for the health and well-being of every child", explains Tom McMillen, co-chairperson of the President's Council on Physical Fitness and Sports. One excellent resource developed by NASPE is *Parents... Are Your Children Fit To Achieve?* (1998) The Council of Physical Education for Children (COPECE) puts out a quarterly newsletter, *The Right Moves*, which includes a parents' page to be distributed by physical educators. The use of materials such as these will help to improve the overall quality of physical education programming.■

## Physical Education and Athletics

Physical education and athletics are clearly related, but their distinct roles need to be defined. They are not only related but complement each other as they work toward separate goals. Over the years, however, both programs have suffered because of conflict and misunderstanding.

Physical education has a unique and clearly de-

defined curriculum, based on standards with written goals and objectives. The curriculum includes assessments, which relate to the standards. A program in physical education should be comprehensive and include physical activities in dance, gymnastics, aquatics, fitness, outdoor pursuits, team, dual and individual sports. The goal of physical education is for students to learn about and perform exercises, motor skills and lifetime activities so that they are able to maintain healthy lifestyles. Physical education is for ALL students. Classes are taught in heterogeneous environments, where students have opportunities to work with participants of all levels. The program should be structured to meet with content standards defined in both NASPE's national standards and this *Guide To K-12 Program Development in Physical Education*. The intent is to develop skills which are needed both now and throughout one's life.

The skills and knowledge gained from an effective instructional program might be applied by the student who wishes to participate in extracurricular physical activities, yet physical education should not function as a "feeder" for athletic teams. When trying to provide maximum participation and increased amounts of time for students in moderately intense physical activities a physical educator will use modified or variations of games. Very rarely will the activity in physical education look like the "regulation" game that takes place in athletics.

Athletics provide opportunities for those students who choose to pursue a higher level of performance and competition in a specific area. Athletics are one form of an extracurricular program. "Extracurricular physical activity offerings in schools should be designed to include programs targeted to all levels of ability and personal interest, e.g., recreational, club and competitive" (Hennessy, 1996). Many middle schools have changed their focus from interscholastic to intramural athletics.

Another conflict occurs over time and role division for teachers and coaches. Though many coaches now come from outside the school, there still are a number of physical educators who serve as coaches. When this occurs, care should be given to adequately fund and balance the time and needs of both roles. For example, districts should be aware of issues such as after-school meetings that coaches may not be able to attend.

The National Association for Sport and Physical Education (NASPE) has written a position paper on "Substitution of Activities for Instructional Physical Education Programs," in which NASPE takes the position that "it is inappropriate to substitute activities that occur outside of the physical education curriculum for regular participation in a well-planned instructional program."

The Connecticut State Department of Education only allows the substitution of courses pursuant to Section 10-221(a). Under this statute, students may be ex-

cused from the physical education graduation requirement for a medically contraindicated condition, provided the credit for physical education may be fulfilled by an elective. There is no consideration, by statute, for substitutions for physical education. Other statutes that support this decision address the following issues:

- In order to accrue credit toward graduation, teachers must be certified in the areas of instruction.
- Physical education requires the accrual of one credit for purposes of graduation.
- Local boards of education may establish reasonable rules regarding promotion. Rules cannot contravene the law.
- The substitution of courses is not permitted, as this would violate a planned, ongoing and systematic course of study (see Appendix E).

Extracurricular programs, whether they are interscholastic, intramural or club programs, assist in meeting the goals of comprehensive school health programming. They provide students with additional opportunities to engage in physical activities. Given the limited amount of time that many students have in physical education, it is obvious that they need to continue these activities outside the classroom and school. Pursuing continued participation beyond school and throughout one's life is one of the primary objectives addressed through instruction in physical education.■

## Dance Education

Dance, movement and rhythm all play an essential part in a comprehensive physical education program. Several content and performance standards in the physical education framework, as well as accompanying illustrative tasks, are linked to dance. Yet dance still needs to have further mention and consideration. It provides the necessary balance between the functional and expressive purposes of movement. Dance is recognized as a discipline in both the physical education and arts standards. A copy of the arts standards have been included in Appendix I. The resource section of this guide includes some excellent references/resources for dance.

Dance education provides students with opportunities to develop concepts and skills for identifying and expressing meaning through movement. In dance, students use the body as a means for expression and communication. A dance program should include the following components:

- creating: generating original dance movements and dances;



- performing: accurate recall and reproduction of movement; and
- responding: a level of perceptual or observational skill; a description, analysis or interpretation; and sometimes a judgment or evaluation based on some criteria which may be self-constructed or commonly held by a group or culture.

Physical educators should examine how and what they are doing to provide students with opportunities in dance. For example, is dance being limited to fitness, (e.g., line dancing and aerobics to music)? Is dance a means to understand cultural and ethnic differences (content standard #5)? There are many different parts to dance education and many ways to include it in physical education.

Teachers often have their own inhibitions about dance and, consequently, do not provide opportunities in dance for their students. Many physical educators have had no training in dance, or have not themselves had positive experiences in this field. Professional development offerings should be considered to help physical educators make connections for students in dance. There are many aspects of dance that coordinate with development and progression in other physical activities, e.g., warm-ups, stretch and strength work, and movement analysis. If teachers begin with the similarities, the inclusion of dance can be simplified and made more acceptable.

The correlation between dance and physical activity have become even more evident through use of the Laban Movement Analysis approach to teaching physical education. Rudolph Laban's movement theory emphasizes an understanding of movement concepts through problem solving and discovery. Much of what Laban describes as basic elements of movement is what is covered in the second content standard: "Students will understand and apply principles of human movement to the learning and development of motor skills." The focus on movement must reach beyond the elementary level.

Dance is important at all levels. The elementary program should emphasize creativity and movement, as it offers opportunities to teach movement concepts. Elementary dance should focus on rhythm and expression. At the middle school level, dance is a vehicle for social skills and peer relationships. A variety of dance forms are taught, including both artistic and recreational. Dance at this level should allow for the development of an aesthetic appreciation for the many dance forms. High school students can apply dance education to individual capabilities, talents and interests in all areas of physical education. Cultural variety should be represented through the many dance forms, e.g., creative, social, folk, classical, line.

Dance has a historical and cultural perspective that builds knowledge through activity and provides another means for communication and expression.■

## Preschool Physical Education

A preschool-aged child is full of movement, loves to play and wants to discover, experience and question new things. The stage is set for the development of movement learning.

*The early childhood years are a unique period in the lifespan due primarily to the emergence of fundamental movement abilities which establish the foundation upon which more complex movement skills are possible in later phases of development.*

(NASPE, 1995)

As a "special" subject area in the schools, physical educators also are responsible for providing programs for the ever-growing number of pre-kindergarten programs now being included in the public schools. A teacher holding certification in early childhood education cannot be the "sole provider" of physical education. Physical educators need to be prepared to deliver movement programs that are developmentally appropriate for preschool-aged children. Consequently, the preschool program needs to be considered when addressing philosophies, curriculum content and teaching strategies.

Over the past 10 years several projects have resulted in the development of guidelines for early childhood movement programs. The National Association for the Education of Young Children (NAEYC), the professional association of early childhood educators, has published a series of position statements which describe developmentally appropriate practices for children from birth through age 8 (Sanders, 1994). The Council on Physical Education for Children (COPECE), a division of the National Association for Sport and Physical Education (NASPE), developed a position statement in 1995, "Developmentally Appropriate Practice in Movement Programs for Young Children Ages 3-5." This document provides guidelines by defining appropriate and inappropriate practices in movement programs for the pre-K-aged child. The appropriate practices are based on the following five premises:

- 3, 4 and 5-year-old children are different from elementary school-aged children;
- young children learn through interaction with their environments;
- teachers of young children are guides or facilitators;
- young children learn and develop in an integrated fashion; and



- planned movement experiences enhance play experiences.

(Note: Another helpful resource is *The Connecticut Framework: Preschool Curricular Goals and Benchmarks*, published in 1999 by the Connecticut State Department of Education.)

The preschool educator and the physical education instructor need to build a foundation that will encourage students to continue physical activity in later childhood and adult physical activities. The content standards that have been developed are applicable when developing appropriate programs for the preschool child. The emphasis at the pre-K level for content standards 1 and 2 should be on fundamental motor skills and movement concepts.

The structure or organization of physical activities at the pre-K level should be evident but limited. Class size should be limited based on age and the need for individual attention. A variety of activities need to be planned for each day to keep students active and involved, given their short attention spans. "When planning from day to day, it is important to remember how this age group learns — by repetition and more repetition. Teachers need to have a lot of extending tasks to keep skills new enough to promote practice" (Satchwell, 1994).

As with other levels, integrated learning works well with pre-K students. Movement activities can be used in the development of math, science, art, language arts and other skills. Using thematic approaches where movement is included can be a very successful tool in pre-K instruction.

Physical educators must be prepared to work with early childhood teachers to develop and deliver movement programs that are appropriate for the pre-K child. While a great deal of work needs to be accomplished in this field, particularly in the teacher preparation area, school districts should support physical and pre-K educators by offering professional development opportunities.■

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